Sixth Grade Math Expectations – First Quarter

**Dear Parents,**

Your child is beginning an exciting year in math.

For the next several weeks, your child will be answering the questions: *How can I use graphs and statistical measure to describe a data distribution? How can I recognize and use properties of numbers to help me solve real world problems? Why are algorithms helpful when adding, subtracting, multiplying, and dividing fractions, whole numbers, and decimals?*

Your child will learn the following:

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| Apply and extend previous understandings of multiplication and division to divide fractions by fractions. |
| Students will interpret and compute quotients of fractions, and solve word problems involving division of fractions. |
| Compute fluently with multi-digit numbers and find common factors and multiples. |
| Students will fluently divide multi-digit numbers using the standard algorithm.  Students will fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.  Students will find the greatest common factor of two whole numbers less than or equal to 100.  Students will find the least common multiple of two whole numbers less than or equal to 12.  Students will use the distributive property to express a sum of two whole numbers 1-100. |
| Apply and extend previous understandings of arithmetic to algebraic expressions. |
| Students will write and evaluate numerical expressions involving whole-number exponents.  Students will write, read, and evaluate expressions in which letters stand for numbers.  Students will identify parts of an expression using mathematical terms. |
| Develop understanding of statistical variability. |
| Students will recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answer. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because on anticipates variability in students’ ages.  Students will understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.  Students will recognize the difference in a measure of center for a numerical data set and a measure of variation for the same data set. |
| Summarize and describe distributions. |
| Students will display numerical data in plots on a number line, including dot plots, histograms, and box plots.  Students will summarize numerical data sets.  Students will give quantitative measures of center (mean and/or median) and variability (interquartile range and/or mean absolute deviation).  Students will relate the choice of measures of center and variability to the shape of the data distribution (mean, median, mode, range). |

Batesville Public Schools 5/31/12